

**THE INFLUENCE OF USING CASE BASED METHOD TOWARDS
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE
ELEVENTH GRADE OF SMA YP UNILA BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

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2021**

ABSTRACT

THE INFLUENCE OF USING CASE BASED METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA YP UNILA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

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This research conducted based on the phenomena taking place in school, it was many students often considered a difficult in speaking. The students did not have many vocabularies and did not know how to express their speaking. The English teacher did not apply interesting media involved students in classroom interaction to get the best result. It support with almost of students' English score in descriptive paragraph writing test bellow on criteria minimum mastery (KKM) at SMA YP UNILA Bandar Lampung was 75. Therefore, this research discussed the influence of Case Based Method in teaching speaking, especially for students' speaking ability. The objective of the research was to find out whether there was influence of Using Case Based Method towards students' speaking ability at the first semester of the eleventh grade of SMA YP UNILA Bandar Lampung in the academic year of 2020/2021.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each. The population of this research was eleventh grade students of SMA YP UNILA Bandar Lampung. The sample was taken from two classes, X MIPA I and X MIPA 6 which consisted of 77 students. In collecting the data, the researcher used instruments, pre-test and post-test. The instrument was descriptive paragraph writing test.

After giving the post-test, the researcher analyzed the data by using t-test formula. From the data analysis, it was found that the result of t-test was t-observed (7.7) with t-critical (1.664), it means that the score of t-observed was higher than t-critical so H_0 was refused. In other words, from this research, it was known that Case Based Method could improve the students' speaking ability. So, there was influence of Case Based Method towards students' speaking ability at the first semester of the eleventh grade of SMA YP UNILA Bandar Lampung.



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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: “Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created (1) Created man, out of a (mere) clot of congealed blood (2) Proclaim! And thy Lord is Most Bountiful (3) He Who taught (the use of) the pen (4) Taught man that which he knew not (5)” (Q.S. Al-Alaq: 1-5)¹



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.1672-1673

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Case Based Method Towards Students’ Speaking Ability at The First Semester of The Eleventh Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 31 Maret 2021

Declared by,

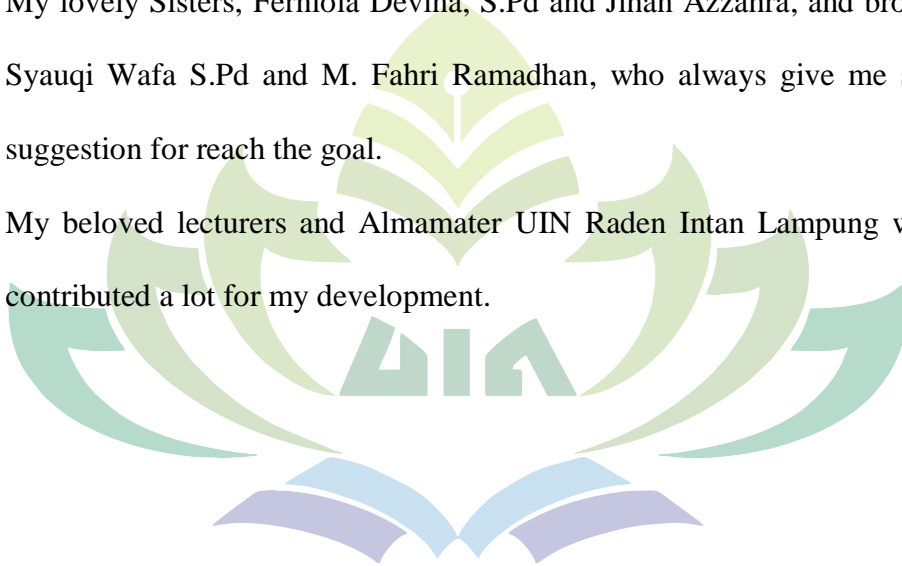
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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My lovely parents, Mr. Firdaus and Mrs. Nilasari, S,Pd who always support me with love and wish for my success.
3. My lovely Sisters, Ferniola Devina, S.Pd and Jihan Azzahra, and brothers Mr. Syauqi Wafa S.Pd and M. Fahri Ramadhan, who always give me spirit and suggestion for reach the goal.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The name of researcher is Edwin Lanang Rantisi. He was born in Bandar Lampung on March 31th, 1993. He is the second child of four children of Mr. Firdaus Charosa and Mrs. Nilasari, S.Pd. Hee has one brother who named is M. Fahri Ramadhan and Two sisters whose named are Ferniola Devina, S.Pd and Jihan Azzahra R, and

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The researcher has obtained a lot of guidance, suggestion, support and many valuable things from various sides. Therefore, the researcher would like to thank to the following people for their ideas, times and guidance for this thesis:

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Finally, the researcher is fully aware that there are stills a lot of weakness in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 31 March 2021
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system for the expression of meaning.¹ It means that language is a mean used to express ideas, opinions and feelings to other people either in spoken or written form. Furthermore, there are exactly many languages in the world. We cannot communicate with other by using our language to other people from different countries because not all of them know and understand the language we use. We need the same language for communication in over the world, and of the 4,000 to 5,000 living languages, English is by far the most widely used in the world.² English is one of languages needed to be learned to communicate either in spoken or written form.

Generally, English has four main skills. They are listening, speaking, reading and writing. In the case of learning English in class, as Harmer says, almost all English teachers get students to study grammar and vocabulary, practice functional dialogue, take part in productive skill activities and try to become competent in listening and reading. From this, we know that the teachers make little attempt to teach speaking, thus the students are not active in speaking activities.

¹ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hill, 2001), p. 70.

² Geoffrey Broughton, *Teaching English as Foreign Language* (2nd ed) (New York: Longman, 1980), p. 1.

According to Pollard, speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you communicate with.³ It means that there are many things should be mastered to be good in speaking. We as students need to learn all the things that will help us easier to communicate in spoken form, and teacher should help the students to master those things.

Based on the preliminary research conducted at SMA YP UNILA Bandar Lampung on January 2020 by interviewing the teacher, Syauqi Wafa, S.Pd., it was known that the teacher faced difficulty to teach speaking, especially when he wanted to apply method because some students did not pay attention to the teacher's instruction, for the class was noisy. Furthermore, the restriction of suitable and various method to teach speaking became a problem for the teacher too, so he often only used same method to teach. Hence, these cases exactly affected the students' speaking ability. (See Appendix 1)

³ Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p. 33

Moreover, interview was also done to some eleventh grade students (Nurrachma, Mutiara, Yollanda, Angelina, Noah, and Idham) of SMA YP UNILA Bandar Lampung. It was found that most of the students at the eleventh grade students had difficulties in speaking mastery. They were still not enjoyed and shy to speak up in front of the class, they just to believe for one to more speak up and no give a contribute when they got a task in a group. For example when the teacher gave some topics and common them to make a group consists of 5 students or more for each group, and then they choose the topic based on random choice in the paper roll. When they have a topic, they should discuss about the topic that will be performed in front of the class. After they have finished, they present the result of their discussion, the common of the teacher is all member of group have a task to explain in part of the result. But the happen is they just give a common for person who they believe to explain the result, and another member just be attention. (See Appendix 2)

The point that should be considered is that the students' capability in speaking mastery is different. There are some students that have good self confidence and not. Therefore, the teacher should have an appropriate method to make self-confidence for students.

Furthermore, the students' speaking ability can be seen in table 1:⁴

Table 1
Students' Speaking Score of the Eleventh Grade of SMA YP UNILA
in the Academic Year of 2020/ 2021

No.	Class	Number of students with score		Number of students
		< 75	≥ 75	
1.	XI MIPA 1	26	13	39
2.	XI MIPA 2	26	14	40
3.	XI MIPA 3	23	14	37
4.	XI MIPA 4	27	15	42
5.	XI MIPA 5	25	14	39
6.	XI MIPA 6	23	15	38
7.	XI IPS 1	21	18	39
8.	XI IPS 2	22	18	40
9.	XI IPS 3	21	16	37
10.	XI IPS 4	19	17	36
11.	XI IPS 5	23	17	40
Total		256	171	427
Percentage		60 %	40%	100 %

From the data above, it could be seen that from 427 students of the eleventh grade of SMA YP UNILA in academic year 2019/ 2020, there were 171 students who passed the test based on the criteria of standard minimum mastery score of speaking subject and 256 students failed. In this case, the students' target score was 75. It means that students who got difficulty in speaking were 60%. It indicates that most students still faced difficulties in speaking ability. Beside, conducting an interview to the teacher,

⁴ Sauqi Wafia, *Document of English teacher of SMA YP UNILA*, 2020

the researcher also gave interview to the several students. Most of the students stated that they felt difficult and afraid in speaking English.

Moreover, speaking is the most important skill that must be mastered well by the students. In mastering speaking skill, students must more practice. So, Students will be have habitual to speak English. It is suitable with the goal of language teaching. The main goal of language teaching is to communicate to other people. So, when the students have habitual in speaking in the target language. Indirectly, the target of teaching language is achieved. In achieving the best output of the learning activities, the teacher must be able to create best situation in teaching process. Teaching speaking is very important to be conducted in English classes. It is hoped that students be able to use English in real communication.

The conversation is communication activity to talk between two or more people. According to Brennan, he states that the conversation is a joint activity which two or more participants use linguistic forms and nonverbal signals to communicate interactively.⁵ It means that conversation is the social interaction that are done by two or more students. Conversation is unformal speech involving a small group of individuals or only two.⁶ In this case, conversation is the communication that is done

⁵ Brennan, S. E. (2010; In press). Conversation and dialogue. To appear in H. Pashler (Ed.), *Encyclopedia of the Mind*. SAGE Publications. [Check with author for updated information before citing.] JOURNAL.

⁶ Tri Komaria, *Pengertian Percakapan dan Contoh*. Available on <http://www.pendidikanbahasainggris.com/2014/05/pengertian-percakapan-dan-contoh.html>. Accessed at september 29th, 2015

at least by two persons. Conversation is a form of interactive, spontaneous communication between two or more people. It occurred in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation is also one of a way which can be used in speaking ability. It can be used in talk an exchange opinions.

According to Marianne, she states that the goal of teaching English as a foreign language is to provide the students with the skills which enable them to communicate in the target language.⁷ Therefore, the teacher should give students the opportunity to practice their speaking skill by giving some more examples, activities, method or media that put them into the real practice communication. There are so many method in teaching speaking, one of the method can be used by the teacher in teaching speaking is cased based method. Case method was adopted as the most effective teaching and learning method. They have determined that cases are best used to teach people about realistic decision-making situations.⁸

According to Foran, case based method is a student-centered, highly interactive pedagogy that changes the classroom process into a collective search for an analysis

⁷ Murcia Marianne Celce, *Teaching English as Second or Foreign Language*. (Rowley: Newbury House, 1983), P.23

⁸ Christensen, C. R. and Hansen A. J. *Teaching and the Case Method*. (Boston: Harvard Business School, 1987), p. 1

and/or solution to a specific problem based on a 'case'.⁹ Furthermore, according to Golich, one goal of case method is that the students are hoped to be able to improve their ability to listen and communicate with faculty and other students.¹⁰ Thus, case based method can be used to improve students' speaking ability as well as to help them be able to think critically towards problems.

According to the background of the problem above, the researcher will use case based method to improve students' speaking ability. Therefore, the researcher entitled this research "The Influence of Case Based Method towards Students' Speaking Ability at the Second Semester of the Eleventh Grade of SMA YP UNILA in 2020/2021 Academic Year."

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as followed:

1. The students had problem in speaking ability. Especially in making dialogue with other friend.
2. The students were lack of motivation in learning speaking skill because there is no confident inside.
3. The teacher' method is not interesting.

⁹ John Foran, The Case Method and the Interactive Classroom, *The Nea Higher Education Journal*, p. 45

¹⁰ Vicki L. Golich *et. al.* The ABCs of Case Teaching, (Georgetown: Institute for the Study of Diplomacy, 2000), p. 8

C. Limitation of the Problem

In this research, the researcher limits the problem to make the research easier, the research focus on responding to instructions the influence of using of case based method towards students' speaking ability at the first semester of the eleventh grade of SMA YP UNILA in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem in this research as follows: Is there a significant influence of using case based method towards students' speaking ability at the second semester of the eleventh grade of SMA YP UNILA in the academic year of 2020/2021?

E. Objective of the Research

The objective of the research to know whether there is a significant influence of using case based method towards students' speaking ability at the second semester of the eleventh grade of SMA YP UNILA in the academic year of 2020/2021.

F. Significance of the study

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically

The result of this research is expected that it will be useful knowledge for the researcher and teacher to teach speaking in the future.

2. Practically

- a. For the teacher, it is expected of the research they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
- b. For the students, it is expected that the students will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

The researcher limits this research as follows:

1. Subject of the research

The subject of the research will be the students at the eleventh grade of SMA YP UNILA.

2. Object of the research

The object of the research will be the use of case based method and students' speaking ability.

3. Place of the research

The research will be conducted at SMA YP UNILA.

4. Time of the research

The research will be conducted at the three meetings (treatments).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Speaking

Brown states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, and the form and meaning of speaking is dependent on the context in which the conversation occurs, including the participant themselves and the purpose for speaking.¹¹ In addition, McKay states that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing.¹²

Speaking is more complex than just saying something because we not only share information but also receive it from the partner of speaking and process the information. We can know how someone is through how she or he speaks, and it is why speaking also can draw the cultural and social degree of someone.

¹¹ H. Douglas Brown, *Teaching by principles an Interactive Approach to Language Pedagogy*, Wesley Longman, San Fransisco, 2003, p. 267

¹² Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 179

Moreover, Jeremy states that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.¹³ It means that the teacher should have the best way to help the children easily to do the pattern in speaking mastery, give facility to support and build up the speaking skill of students.

We need to consider not only pronunciation but also something else. We communicate in spoken form exactly with various situations and purposes. We can respond and catch the point spoken by others if we know the situation. It is why speaking is identic with conversation in many functions.

Besides pronunciation aspects such said by Harmer above, according to Thornbury, “speaking activities are often simply ways of hearing pre-selected grammar items of functional expression”.¹⁴ Furthermore, to speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be good speaker provided manage to deliver what is in his mind well and to make his audience understand him.¹⁵ Thus, we need to consider some aspects too when speaking. For example, we need to select

¹³ Jeremy Harmer, *Op. Cit.*, p. 343

¹⁴ Scott Thornbury, *How To Teach Speaking*, England: Longman, 2005, p. 28

¹⁵ *Ibid*, p. 6

appropriate words and arrange them in suitable grammar and say them in correct pronunciation so that other people understand with what we speak about that we want to deliver from our mind.

From the explanation above, it can be stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information in a cultural context in typical functional exchanges or expression in order to meet the purpose required of the interaction in which the speaker can deliver what his mind is well and to make his audience understand him.

B. Concept of Speaking Ability

In English language teaching, there are four language skills (listening, speaking, reading and writing). Reading and listening are called receptive skills and speaking and writing are called productive skills.¹⁶ To receive information is a goal of receptive skills, listening and reading. Whereas, when we are speaking and writing it means that we are producing language. In this case, speaking is one of productive skills in which we produce language to convey information to others in order that the other people can receive information from us.

A good understanding at listening, if it is possible, should be balanced with good speaking ability. Broughton states, “However good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does

¹⁶ Jeremy Harmer, *The Practice of English Language*, (UK : Longman, 2001), P.199

not always a fluent tongue. There has to be training in the productive skill of speech as well.”¹⁷ It means that people who has a good comprehension and understanding in listening does not mean that he or she has a good ability to speak well. Therefore, a good understanding at listening should be followed by a good ability to speak.

However, actually speaking as productive skill in English language teaching should be practiced every day by everyone. Broughton states that it is important that a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.¹⁸ It means that speaking ability is a form of productive skill verbally in which the students can practice the speaking English naturally based on the context. For instance, the student can practice to use utterances used for conversation in the hotel, airport or at the restaurant to order food, and so on.

In addition, to practice speaking every day, we, especially students, should also think the matter included in speaking in order to be a good speaker of English. Luoma states that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect

¹⁷ Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), P. 76.

¹⁸ Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2th Ed.) (New York: Routledge, 1980), p. 82

test scores to be accurate, just and appropriate for our purpose.¹⁹ It is meant to know the students' speaking ability. It can be measured with an appropriate assessment.

Moreover, according to Brown, to know the students' speaking ability there are five elements that should be tested. They are grammar, vocabulary, comprehension, fluency and pronunciation.²⁰ It means that to know the students' speaking ability, there are five criteria that should be mastered. They are vocabulary, grammar, comprehension, pronunciation and fluency.

Furthermore, Haris also states as Brown that there are five aspects are generally recognized in analysis of speech process. The following five components are pronunciation, grammar, vocabulary, fluency and comprehension.

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. It is the way in which a language is spoken, the way which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

2. Grammar

Mastering grammar knowledge will help one in speaking English, and grammar is important role to master the spoken of the language.

¹⁹ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

²⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA: Longman Ed. 1, 2004), P.157

3. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose.

4. Fluency

In speaking we must speak fluency because listeners are able to response what we say.

5. Comprehension.

In speaking, comprehension is needed if misunderstanding will happen between speakers and listeners and the communication cannot run well.²¹

Based on the explanation above, it can be stated that the speaking ability is the ability of someone to produce language well with consideration of the use of vocabulary, grammar, comprehension, pronunciation and fluency in order to get the purpose of speaking in various contexts.

C. Function of Speaking

There are three functions of speaking, and they are talk as interaction, talk as transaction, and talk as performance.²²

²¹ David P Harris, *Testing English as a Second Language*, Rev. Ed. Mc.Grew-Hil, Inc. USA, 2004, p. 81

1. Talk as interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. For examples, when people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as performance

This refers to public talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is an activity engaged in for amusement.²³

²² Jack C Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21

²³ *Ibid*, p.24

Based on the explanation above, it can be stated that there are three functions of speaking; as interaction to serve a primarily social function, as transaction to make one self understood clearly and accurately, and as performance to transmit information before an audience for public talk.

D. Types of Speaking

Brown classifies the type of speaking into two parts, monologue and dialogue.

1. Monologue

Monologue is divided in two parts: planned and unplanned. Monologues means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting the stream of speech will go on whether or not the hearer comprehends.²⁴

Here is an example of monologue.

“My name is Gabriel. I’d like to tell you about my aunt. Her name is Cassava. My grandparents say that the meaning of her language is like a kind of food. It is why I often think why she likes cassava a lot.”

²⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), P.251

2. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.²⁵

Here is an example of dialogue.

A: Do you need a hand?

B : Yes, I need a knife. Could you pass me the knife, please?

A : Here you are!

B : Thanks.

From the explanation above, the researcher comes to the consideration that dialogue is one of the types of speaking that can be analyzed in this research. The students can

²⁵ *Ibid.*

communicate in front of the class with her/his partner and it can build up students' confidence in speaking especially in front of many people.

E. Concept of Conversation

According to Brennan, he states that the conversation is a joint activity which two or more participants use linguistic forms and nonverbal signals to communicate interactively.²⁶ Conversation is un-formal speech involving a small group of individuals or only two.²⁷ It means that conversation talks minimal performed by two people and we can express our opinion by informal. Conversation is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation is one of the types of speaking which can be used in communicative language teaching. It can be used to talk an opinion.

²⁶ Brennan, S. E. (2010; In press). Conversation and dialogue. To appear in H. Pashler (Ed.), *Encyclopedia of the Mind*. SAGE Publications. [Check with author for updated information before citing.] JOURNAL.

²⁷Tri Komaria, *Pengertian Percakapan dan Contoh*, Available on <http://www.pendidikanbahasainggris.com/2014/05/pengertian-percakapan-dan-contoh.html>. Accessed at September 29th, 2015.

F. Concept of Method

Anthony states that method is an overall plan for systematic presentation of language based upon a selected approach. In this case, approach is a set of assumptions dealing with the nature of language, learning and teaching.²⁸ Moreover, Richards and Rodgers say that method is an umbrella term for the specification and interrelation of theory and practice.²⁹ It means that method is like a bridge which relates theory that is called as approach and practice about the language to understand. It is derivation of assumption about language, learning and teaching in which later is made as plan for presenting the language.

In addition, Brown states that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.³⁰

The teacher and students with their own roles and behavior become important part of method which later should take their own objectives in class. To get the objectives, exactly there are other important parts such as subject matter and the ways to share

²⁸ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy*, *Op. Cit.*, p. 14

²⁹ *Ibid*

³⁰ *Ibid*, p. 16

and get it with the sequences. However, the most important thing is that method means the set planning to accomplish linguistic objectives.

Based on the explanation above, it can be stated that method is an overall plan for systematic presentation of language which specifies and interrelates theory and practice to accomplish linguistic objectives.

G. Small Group Discussion

According to Brewer, he states that small group discussion allows presenters to announce a topic or idea for group discussion among participants. A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for other to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter.³¹ It means that small group discussion can help the students to create their motivation to follow the English learning especially for speaking. The students who are usually afraid of speaking English can feel fun and enjoy in speaking English by using small group discussion.

There are many researchs about small group discussion. One of them is done by Orlich, she stated that small group discussion could improve the student's speaking

³¹ Ernest W. Brewer, 13 Proven Ways to Get Your Message Across : *The Essential Reference for Teachers, Trainers, Presenters. Speakers*, Corwin Press INC, California. 1997, p. 22

skill. There are three reasons why small group-discussion is a good in improving speaking skill. The first, discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. The second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. The third, it is used to help students adopt more responsible and independent mode of learning.³² It means that small group discussion can be used to improve students' speaking ability.

There are many benefit of using small group discussion, the students in each group can participate in discussions, students will be interested in the topic of discussion, then the students can easily understand with another student's explanation than the presenter's explanation, the presenter can identify students who need assistance and also identify individual opinions about the topic, it helps the participant see relationships among ideas or concepts related to the topic at hand.³³ It means that small group discussion make participants in each group learn and share the topic together. It is the best strategy for students in speaking ability because it brings together voices from every group members.

³² Orlich, *Teaching Speaking Skill Through Small Group Discussion At The Accounting Study Program*, Al-Manar Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2014, P. 56

³³ Ernest W. Brewer, *Op., Cit.*, pp. 23-25

H. The Procedure of Teaching Speaking by Using Small Group Discussion

The following is the procedure of teaching speaking by using small group discussion that should do by teacher:

Step 1: Introduction

The teacher must prepare before the discussion for it to be successful. The teacher should try to introduce a topic on which all of the students have some background knowledge so they have a basis for a discussion. The introduction should have four parts:

- a. The teacher should give an instructional objective to the students at the beginning of the discussion.
- b. The teacher should explain why the groups will be discussing the chosen topic.
- c. The teacher must explain how this information fits in with what has already been learned or what will be learned in the future.
- d. The teacher should give some sort of attention grabber that attracts students' interest.

Step 2: Directing the Discussion

- a. The teacher is in charge of the directing the discussion to get it started.
- b. The teacher should ask the students if they have questions about the topic at hand.
- c. When the discussion, the students take different thought paths and deviate from the instructional objective, the teacher might have to reroute the thinking.
- d. The teacher give leading questions to the students, It can direct the students back to the topic. These questions should not be answered with a yes-or-no answer.

- e. The teacher directs the discussion he or she should decide whether or not the students are spending too much time on insignificant point.
- f. The teacher should try to keep control of the discussion, yet or dominate it.
- g. The teacher should avoid having the discussion centered. he or she should try to enter in only when necessary.

Step 3: Summarizing the Discussion

- a. The teacher should summarize to make sure the students understand what has been discussed.
- b. From small-group discussions, the teacher should seeking consensus, it is important to summarize to make sure all the students are thinking along the same lines.³⁴

I. The Advantages and Disadvantages of Small-group discussion

When using the small-group discussion, the presenter should be aware of the following advantages, disadvantages of this instructional strategy.

1. Advantages of small group discussion

- a. all participants in the group can participate.
- b. It is a good way to get participants interest in a topic.
- c. Participants may more easily understand another participant's explanation than a presenter's explanation.
- d. The presenter can identify participants who need assistance.

³⁴ Ernest W. Brewer, 13 Proven Ways to Get Your Message Across : *The Essential Reference for Teachers, Trainers, Presenters. Speakers.* Corwin Press INC, California, 1997, p. 23-25

- e. The presenter can identify individual opinions about the topic.
- f. It helps the participant see relationships among ideas or concepts related to the topic at hand.

2. Disadvantages of small group discussion

- a. It is time consuming.
- b. Some participants in the group may do all the talking.
- c. It involves less presenter involvement than other methods.
- d. The discussion can easily get off track.³⁵

J. Concept of Case Based Method

Case method was adopted as the most effective teaching and learning method. They have determined that cases are best used to teach people about realistic decision-making situations.³⁶ Here, the students will work with cases. Furthermore, Golich explains that cases recount real events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case. Cases compel the students to: 1) Distinguish pertinent from peripheral information, 2) identify the problem(s) at hand and define its context and parameters, 3) identify a set of possible solutions, 4) formulate strategies and recommendations

³⁵ *Ibid.*, p. 27

³⁶ Christensen, C. R. and Hansen A. J. *Teaching and the Case Method*. (Boston: Harvard Business School, 1987), p. 1

for action, 5) make decisions, and 6) confront obstacles to implementation.³⁷ It means that case method is an effective method in teaching and learning process. It gives the real events or problems so that students will have experience that is complexities, ambiguities, and uncertainties confronted by the original participants in the case.

In addition, according to Foran, case based method is a student-centered, a highly interactive pedagogy that changes the classroom process into a collective search for an analysis or solution to a specific problem based on a 'case'.³⁸ Moreover, class with case based method will challenge students to apply concepts and content and also enable them to develop process skills, critical and analytical thinking, and deductive and subjective reasoning. They will be able to see how theoretical concepts are relevant to the given situation or problem. It will eliminate the "expert" and the "right answer" mentality from the classroom.³⁹ This method will give the students opportunity to think critically towards problems that they have to solve. They have to relate also the theory they have learned with the problem that is happening to get the solution.

Furthermore, according to Golich, one goal of case method is that the students are hoped to be able to improve their ability to listen and communicate with faculty and

³⁷ Vicki L. Golich *et. al.* The ABCs of Case Teaching, (Georgetown: Institute for the Study of Diplomacy, 2000), p. 1

³⁸ John Foran, The Case Method and the Interactive Classroom, *The Nea Higher Education Journal*, p. 45

³⁹ Aundrea Kay Guess, *Teaching With Cases: Becoming a "Guide on the side"*, (Samford: Samford University, 2000), p. 3

other students.⁴⁰ It exactly will grow and increase the students' listening and speaking ability in which they have to pay attention to what has being explained by their partners in order that they can take a part too to give opinion or solution to solve the problem or case discussed.

Based on the explanation above, it can be concluded that case based method is a student-centered method in which the students learn agree and disagree expression that refers to real events or problems so that students will have experience that is complexities, ambiguities, and uncertainties confronted by the original participants in the case.

K. Procedure of Applying Case Based Method

The procedures of case based method on teaching speaking in the classroom, they are as follows;

1. Pre-teaching

- a. The teacher tells a story. It must have an interesting plot that relates to the experiences of the audience. It must have a beginning, middle, and an end. The end may not exist yet; it will be what the students need to supply once the case is discussed.

⁴⁰ Vicki L. Golich, aoP. Cit., p. 8

- b. The teacher may start the discussion with a minimum of fuss saying, "Well, what do you think about the case?"
- c. The teacher asks students to identify the points they think, they understand and determine those terms.
- d. The students share their a large background of information, which they can use to "solve the problem."

2. While teaching

- a. The teacher divides students into a group that consist of 4 students.
- b. Each group has once the case is discussed. It can relate their experience or new case.
- c. The teacher asks students to make some questions realated their case.
Example: what is the case about?, who would like to do this case?, how to solve this case?, do you agree or disagree by this case? why?
- d. The students discuss their findings and share opinions. Their search for the correct case narrows down. By the end of the class meeting, the students have determined what new information they need to uncover and go their separate ways to find it.
- e. Peer interactions are enriched by the prior knowledge, experience and interests the larger number of students bring to the process.

- f. The students perform and make a decision based on their analysis, apply analytical reasoning and incorporate critical thinking.

3. Post Teaching

- a. The teacher gives the feedback about this lesson.
- b. The teacher encourages exploration of the case and consideration of the characters' actions in light of their own decisions.

L. Advantages and Disadvantages of Applying Case Based Method

1. Advantages of Applying Case Based Method

There are some of advantages of case based method, they are as follow;⁴¹

- a. Students sort out factual data, apply analytic tools, articulate issues, reflect on their relevant experiences, and draw conclusions they can relate to new situations.
- b. They acquire substantive knowledge and develop analytic, collaborative, and communication skills.
- c. Cases add meaning by providing students with the opportunity to see theory in practice.
- d. Students seem more engaged, interested, and involved in the class.

⁴¹ Cidde, *Advantages of CBL*, Available on <http://www.pitt.edu/~ciddeweb/faculty-development/FDS/casebase.html>. Accessed at January 11th, 2017.

- e. CBL develops students' skills in group learning, speaking, and critical thinking.
- f. Since many cases are based on contemporary or realistic problems, the use of cases in the classroom makes subject matter more relevant.

Based on the explanation above, it can be stated that there are some advantages of case base method. One of them is case based can improve the students' speaking skill, critical thinking, and group learning. In addition, it can give new knowledge and develop their analytic and communicative skill.

2. Disadvantages of Applying Case Based Method

The disadvantage of applying cased based method found by the researcher is that the amount of time and energy goes into the creation of the project.⁴²

Both teacher and students need to prepare everything well. The teacher needs to think suitable case, which is needed to be solved, for students, and the students have to look for as many as possible data or any information as evidence to support their arguments. Besides, after they discuss through cased based method they also need to prove whether the alternative solution they get is accurate to solve the case.

⁴² Hal White, Speaking of Teaching Problem-Based Learning, *Newsletter On Teaching Winter 2001 Vol.11, No. 1*, (Stanford: Stanford University, 2000), p. 3

M. Frame of Thinking

Speaking is one of productive skills in which we produce language to convey information to others in order that the other people can receive information from us. In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, and the form and meaning of speaking. It can be stated that speaking productive skill and it produces the language. Speaking is an interactive process that refers to communicate with another people to reach the target language.

From the frame of theories above, the researcher comes to have the frame of thinking that if students have speaking ability and understanding the function of speaking, they will be easy to communicate with another people because their speaking refers to some of aspects speaking, there are pronunciation, vocabulary, fluently, comprehend, and correct grammar. In addition, the students could reach their target language by using method. One of them is case base method.

Case base method is an effective method in teaching and learning process. It gives the real events or problems so that students will have experience that is complexities, ambiguities, and uncertainties confronted by the original participants in the case. in addition, class with case based method will challenge students to apply concepts and content and also enable them to develop process skills, critical and analytical thinking, and deductive and subjective reasoning.

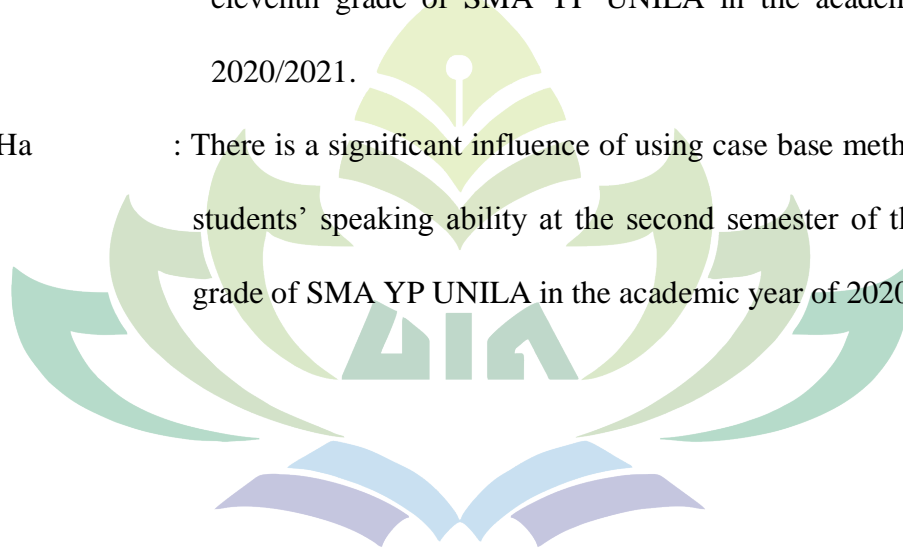
They will be able to see how theoretical concepts are relevant to the given situation or problem.

N. Hypothesis

The hypothesis of this research is as follows;

Ho : There is no significant influence of using case base method towards students' speaking ability at the second semester of the eleventh grade of SMA YP UNILA in the academic year of 2020/2021.

Ha : There is a significant influence of using case base method towards students' speaking ability at the second semester of the eleventh grade of SMA YP UNILA in the academic year of 2020/2021.



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